ERIC Document Resume | See Instruction Sheet | DATE OF RESUME | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED001577
2. ORIGINATOR CONTROL NO(S).: NA
3. IDENTIFICATION NO.: NA

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Dudley, Dorothy, Virginia Newsome, & Edith Van Orden

5. TITLE OF DOCUMENT ABSTRACTED: Here We Go! A Bus Ride With Six Year Olds

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

6. PUBLICATION TITLE: NA

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

7. EDITOR(S): NA

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

8. PLACE OF ORIGIN: San Francisco Unified
ORG. School District
ST. San Francisco, Calif.
CITY, STATE

9. PUBLISHER OR SOURCE: San Francisco Unified School District
San Francisco, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Jan 64	8

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

field trips
cultural enrichment
compensatory education
parent participation
classroom activities
planning field trips

17. ABSTRACT (MAX. 250 WORDS)

A leading feature in the California State Compensatory Education Program is the provision for field trips to broaden the students' cultural background and to stimulate them educationally and culturally. Three specially assigned teachers select and prepare for the trips, working closely with the regular teachers. Parents are included on field trips to keep them informed of the program, to enlist their support, and to encourage them to participate in school-community affairs.

The initial field trip of the San Francisco school district included visits to the Civic Center, Chinatown, Broadway Tunnel, the waterfront, Twin Peaks, and Diamond Heights, a new housing development area. The trip took the children out of their immediate home environment, let them see San Francisco as a whole, and introduced them to a variety of environments.

The planning of the initial field trip involved student participation in a variety of classroom activities. These included the use of opaque projector to study a map of San Francisco, the study of machines and tools, the reading of library books, the construction of a house, and the dramatization of bus manners.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

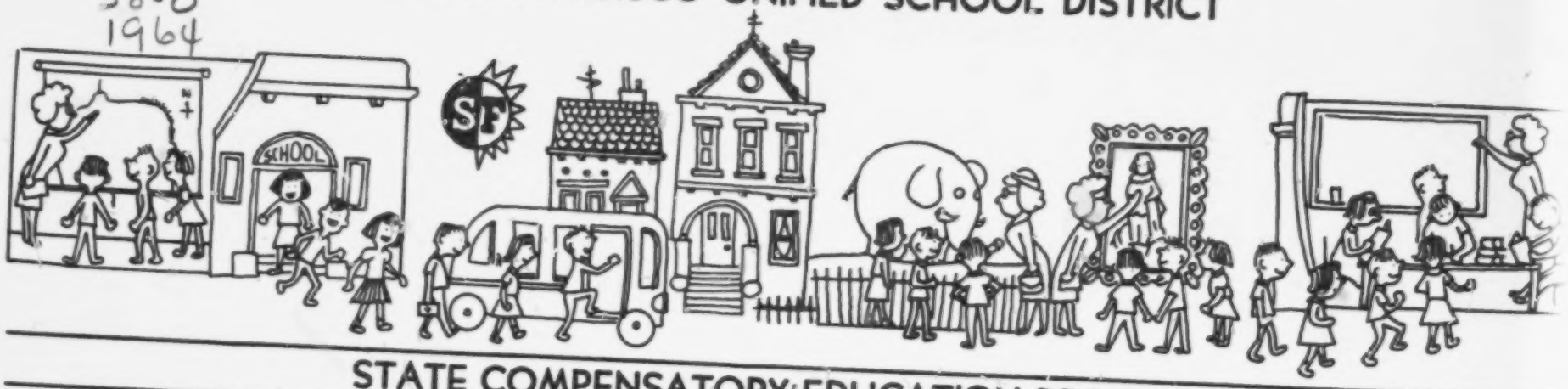
23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

Q1P
A3P
38-0
1964

SAN FRANCISCO UNIFIED SCHOOL DISTRICT



STATE COMPENSATORY EDUCATION PROGRAM

D42

ED001577

HERE WE GO!

A BUS RIDE WITH SIX YEAR OLDS

RECEIVED
FEB 24 1964
CURRICULUM LABORATORY
California State Department of Education

Harold Spears
Superintendent of Schools

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HERE WE GO!

A BUS RIDE WITH SIX YEAR OLDS[1]

San Francisco is one of the 24 California cities granted funds for experimental two-year programs under the McAteer Act, Senate Bill 115. Plans for the San Francisco Program began in September, 1963, and provided funds for approximately 800 pupils enrolled in schools located in neighborhoods where bilingualism is prevalent and economic needs may exist. On October 3, 1963, Miss Kent and Mr. Pivnick introduced the State Compensatory Education Program to the administrators of the participating schools. Area meetings were later held to introduce the consultants and the program to the teachers. Included in the study are youth from predominently Negro, Chinese, and Spanish-speaking backgrounds. State reimbursement is $24 per pupil with the School District contributing at least $12 per pupil.

The first grade classes in the following schools are participating in the new program.

Bryant
Burnett
Commodore Stockton
Hawthorne
Hunters Point I and II
Jean Parker
Marshall
Sanchez
Sarah B. Cooper
Sir Francis Drake
Spring Valley
Washington Irving

The program offers pupils learning experiences outside the classroom; experiences planned to broaden their cultural background, and to motivate and stimulate them educationally and culturally. A leading feature in the provision of trips throughout the Bay Area is to build experience and knowledge that can carry over into the classroom as a basis for coordinated language work. Three teachers on special assignment select and prepare for the trips and work closely with the regular teachers.

Parents are included on field trips to keep them informed of the program, enlist their support, and encourage them to participate actively in school-community affairs. Some administrators and teachers concerned with the program have encouraged parental interest by having Low First grade children perform at P. T. A. meetings. Notes written in Spanish and Chinese,

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1 Prepared by Dorothy Dudley, Virginia Newsome, Edith Van Orden - January, 1964.

speakers discussing the program--with the aid of translators when needed--and casual after school contacts with the parents have also helped to involve adults.

The program provides opportunity for:

1. Development of language skills
2. Increased motivation
3. Broadened cultural background
4. Heightened level of aspiration
5. Improved image of self
6. Greater parental participation
7. Increased use of community resources

SCENIC VIEW TRIP
Civic Center--Twin Peaks--Diamond Heights

Many ideas for the initial field trip were surveyed and evaluated. It was felt, however, that the Twin Peaks trip would be an orientation for the children to their city. To take children out of their immediate home environment to see San Francisco as a whole, to introduce the children to a variety of environments and to bring into focus the many aspects of a city was the challenge.

The three staff members began by taking the trip themselves. Much was learned by this exciting experience. The exploratory trips revealed opportunity for children to get different--and some similar experiences--as they traveled the various routes from their schools to the designated points of interest.

From Hunters Point along Third Street, industrial activities, ships at the waterfront, the railroad and other modes of transportation could be seen.

For the Chinatown area, a ride through Broadway Tunnel and down "automobile row" would bring the children to the Civic Center. The Mission District schools would arrive at the Civic Center after experiencing the aroma from the bakeries and the busy life of the area.

A route along Market Street would be taken with Twin Peaks and Diamond Heights as the destination.

From the Twin Peaks vantage point the children would see San Francisco, their respective districts, and Diamond Heights, a new housing area being developed. The construction included the building of homes in a new community. Contacts were made and permission for the children to visit the construction site and two model homes was granted.

A lavatory stop would be made at Douglass Playground. A trip via tree-lined Dolores Street to see Mission Dolores would end the trip so that the children could return to school at the designated time.

Materials were sent to the teachers to assist them with their planning. Included were a bibliography, an audio-visual list, a tour map, view lists, and a bus itinerary.

Visits were made to the classroom where the enthusiasm and creativity of the teachers was observed. A variety of excursions had been taken by the children. Neighborhood walks to acquaint the children with types of houses and construction activity stimulated related activities in art, music, reading and language. From windows and roof tops children saw traffic, safety features, and the natural beauty of their community.

Some activities noticed in the classroom were the

1. use of an opaque projector to study a map of San Francisco

2. development of map skills

3. use of different media to construct maps of schools, neighborhood and San Francisco

4. use of geographical terms used in map study

5. related science activities

6. study of machines and tools

7. use of filmstrips and movies

8. use of cooperative and individual stories

9. dramatization of bus manners

10. reading library books

11. art and music experiences

12. activities to develop a better understanding of time, space and distance

13. construction of a house

14. use of new vocabulary in context

HERE WE GO!

1. Leaving School

"This is a happy day! We're going for a bus ride!"

2. On the bus

"We're going by my house."

3. Civic Center

"So that's what a dome looks like!"

4. On Twin Peaks

"See the hundreds of little houses. That's because they're way down there."

5. Diamond Heights

"Look! The carpenters. We're studying about them at school."

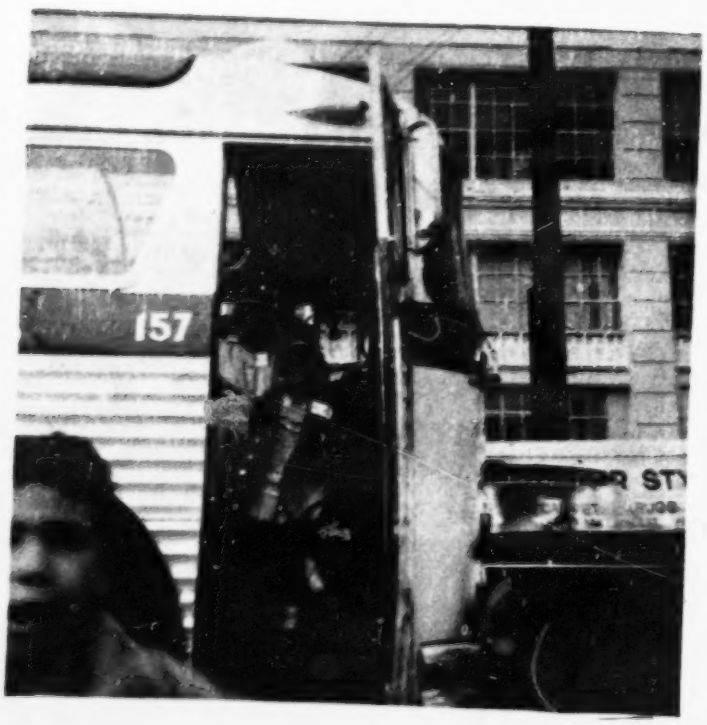
6. Model Home

"It's a pretty house!"

7. Douglass Park

"Can I get a drink?"

8. Back to school



"This was a happy day!"

Words and Music by
Mrs. Hazel Quillinan
and Low First Graders
Spring Valley School

Our Bus Ride

We get in the big, big bus Up and down the hills we go. We

see so many things We hear so many sounds as the driver takes us

round All in our city of San Fran cis co

Conclusion

Days continue to be happy days for these children back in their classrooms. It is shown in their news reporting, stories, writing lessons, vocabulary lists, thank-you letters, art expression and music. The learnings of the trip have been recalled and clarified to become a part of these children's experiences of their life in the big city of San Francisco.

The six year old child showed, on his first trip, that when given an opportunity to express himself naturally and freely how very aware he is of the world about him and how eager he is to experience as much of it as he can.